

Unit Planning Guide: Grade 7 Unit 1 of 4

Unit Title: A Powerful Narrative	Pacing (Duration of Unit): 5 weeks
Grade: 7	Buffer Day(s): 3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- **Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.**
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- **Communicate ideas effectively in writing to suit a particular audience and purpose**
- **Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes**
- **Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts**
- **Develop the habit of reading for enjoyment**

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

W7.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.**
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,**

WiDA Standards (ELL)

WIDA for English Language Learners
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they

<p>events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>L.7.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Spell correctly</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <p>Correct organization of an essay promotes understanding of the author's theme (meaning). Writers use elements of fiction to promote their themes Students will understand that good writing is comprised of organization, ideas, voice, word choice, fluency, and conventions</p>	<p>Essential Questions:</p> <p>How do my choices define who I am? What makes a powerful narrative? What do you learn by reading text closely?</p>
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • The importance of the 6 traits of great writing • Analysis, inferences • Rules of capitalization, punctuation, spelling • Academic Vocabulary • Theme, objective summary • Character, setting, event, plot, exposition, conflict, rising action, climax, falling action, resolution, • Collegial discourse • Narrative, events, dialogue, point of view • Greek and Latin roots (Vocabulary) see citywide list 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Citing relevant evidence to support claims • Inferring and determining themes in narratives • Writing a narrative • Engaging and orienting a reader • Establishing a point of view • Using narrative techniques such as dialogue and description • Conveying vivid pictures through language • Following rules of polite discourse • Building on others' ideas • Applying standard English conventions when writing (capitals, punctuation, sp) • Determining meaning of unfamiliar words from context